

FY05 eMINTS PROGRAM FAQ

Frequently Asked Questions for FY05 NEW DISTRICT APPLICANTS

GENERAL PROGRAM INFORMATION

1. Q: What is the eMINTS Program? On what study or research is it based?

A: eMINTS stands for *enhancing* Missouri's Instructional Networked Teaching Strategies. The Missouri Research and Education Network (MOREnet) administers the eMINTS Program under a contract from the Missouri Department of Elementary and Secondary Education (DESE).

The goal of the eMINTS program is to support Missouri educators as they integrate multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices that result in improved student performance, increased parent involvement and enriched instructional effectiveness. It is a statewide expansion of the Multimedia Interactive Networked Technologies (MINTs) project that began in 1997 through a cooperative effort of DESE, the MOREnet, and Southwestern Bell, in 12 elementary classrooms in six St. Louis County school districts.

Because of the promising results of the MINTs project, and the state's desire to build momentum for integrating technology into overall school improvement efforts, DESE rapidly expanded the project into a statewide program in fall 1999. To expedite the eMINTS expansion for 1999-2000, DESE selected the first set of districts by identifying districts that represented a cross section of Missouri's schools. Since then, districts have submitted competitive applications to DESE requesting participation and selections have been made based on multiple criteria. Currently 195 districts, the Greenwood Lab School of the SMSU campus, and the St. Louis Charter School participate in eMINTS. Full evaluation reports, including a quantitative analysis entitled "Analysis of 2001 MAP Results for eMINTS Students," are available at <http://emints.more.net/evaluation/reports/>

2. Q: What grade levels are involved in eMINTS?

A: All new district eMINTS classrooms are in grades 3, 4, 5, or 6. The program requires that the two eMINTS classrooms be in the same school building. Districts may choose to implement the program any combination of grade levels depending on the district's available resources and grant funds. The number of teacher slots available in each geographic cluster will also determine the number of classrooms that may be implemented in a particular district.

3. Q: How is the program supported financially?

A: The eMINTS program is supported with state technology funding, a portion of rebates and savings from the Universal Service Fund (e-rate), federal technology funding, and district participation fees. DESE earmarks the competitive funds available under the Title IID Ed Tech Program for eMINTS participation. Grants provide districts with the resources needed to purchase and install the eMINTS-specified equipment, buy classroom furniture, wire classrooms if needed, and pay the eMINTS professional development participation costs to MOREnet.

4. Q: How can schools apply to participate in the eMINTS program?

A: Title IID competitive funds are available to districts to participate in the eMINTS professional development program. Approximately 80 percent of the funds available each year are set aside for new district applicants, and 20 percent to award grants to established eMINTS districts. An established district is defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS program. [Note one exception: the original MINTs districts and districts that received expansion grants in FY02 will no be eligible for FY05 Title IID eMINTS grants.

Applications for the Title IID eMINTS grant program must be submitted to DESE by March 31. Districts will be selected based on the merits of their applications and need statuses. As required by law, Title IID funds must target "high-need" districts (defined as schools with the highest numbers and/or percentages of children living in poverty based on U.S. Census data). Grant awards will be made contingent upon Missouri receiving the federal funding and final contract arrangements with MOREnet.

5. Q: What districts are currently involved in the eMINTS program?

FY00:

*Bernie	Dexter	Macon Co. R-I	Republic	Summersville
Bloomfield	*Farmington	Marceline	Rolla	Trenton
Blue Springs	Fort Osage	*Maryville	Salem	*Valley Park
*Boone Co. R-IV	Gideon	Monett	Savannah	*Van Buren
Branson	Hazelwood	Mtn. View-Birch Tree	Sikeston	*Warrensburg
Brookfield	Jefferson City	*Nixa	*Smithville	Webster Groves
Central R-III	*Kirksville	*N. Kansas City	So Boone Co. R-IV	Willard
Chillicothe	Kirkwood	Poplar Bluff	St. Clair	Winona
Columbia	*Lee's Summit	Reeds Spring	St. Joseph	*Jennings (MINTs)

FY01:

Arcadia Valley	*Eminence	Knox County R-I	*Plato	St. James
Avenue City	*Festus	LaPlata	Rock Port	*Stockton
Cape Girardeau	Fulton	*Lebanon	*School of the Osage	Sullivan
*Carthage	Grandview	Milan C-2	Seneca	Washington
Clinton	Hickman Mills	*Moniteau Co. R-I	*Shelby County R-IV	Wellston
Couch	*Independence	Oregon-Howell R-III	Sheldon	West Plains
Dora	Jackson	*Parkway	Southland	
*East Prairie	Kirbyville	Pettis County R-IV	Springfield	

FY02:

Adair County R-I	Crocker	Marion C. Early	Putnam County R-I	Southwest R-V
Alton	Hannibal	Maysville	Puxico	Raytown
Bunker	Jefferson C-123	Meramec Valley R-III	Raymore-Peculiar	St. Louis City
Center 58	Jefferson R-VII	Mexico	Raytown	Thayer
Chaffee	Kansas City	Monroe City	Rockwood	Union
Community R-VI	Laquey	Morgan County R-II	Scott County R-IV	Valley
Crane	Lewis County C-1	N. Andrew Co. R-VI	South Harrison R-II	Windsor C-1
Crawford County R-I	Lexington	Osage County R-II	SMSU	

FY03:

Bakersfield	Dallas County R-I	Humansville	Northwest R-I	Sturgeon
Bell City	East Carter Co. R-II	Kingston K-14	Potosi	Troy
Bolivar	Fayette	Lindbergh	Pulaski County R-IV	Warren County R-III
Bronaugh	Ferguson-Florissant	Mehlville	Purdy	Waynesville
Climax Springs	Fox C-6	Miller R-II	Risco	Wentzville
Cole County R-II	Gainesville	Neosho	Sedalia	W. St. Francois Co.
Cooper County R-2	Gasconade Co. R-II	North Harrison R-III	So. Reynolds Co. R-2	Worth County R-III
Crawford County R-2	Hillsboro	N. St. Francois Co.	Special School Dist.	Willow Springs

FY04:

Adair Co. R-II	Gasconade C-4	Lutie	Northwestern R-I	Tri-County
Bismarck	Greenville	Madison C-3	Pattonsburg	Twin Rivers
Camdenton	Holden	Marshall	Portageville	Wheatland
Chadwick	Kearney	McDonald Co. R-I	Special School Dist.	Winfield
Charleston	Liberty	Naylor	St. Charles R-VI	Woodland
Excelsior Springs	Linn Co. R-I	Neelyville	St. Louis Charter	Wright City
Fredericktown	Louisiana			

* Expansion Districts in FY02

6. Q: Where will new FY05 eMINTS districts be added?

A: Additional teachers will be added only in clusters where capacity exists. The capacity for additional teachers includes new FY05 districts and additional (district-supported) teachers from current eMINTS districts. Districts may call the eMINTS office at 573-884-7202 for verification of their location in existing clusters. A map of current clusters is located at <http://emints.more.net/maps/index.shtml>

Cluster	FY05 Capacity
Northwest	Up to 5 Districts/10 teachers
Northeast	Up to 5 Districts/10 teachers
Central	Up to 5 Districts/10 teachers
East	Up to 10 Districts/20 teachers
Southeast	Up to 5 Districts/10 teachers

Cluster	FY05 Capacity
Bootheel	Up to 6 Districts/12 teachers
South	Up to 4 Districts/8 teachers
South Central	Up to 5 Districts/10 teachers
West	Up to 6 Districts/12 teachers
Southwest	Up to 5 Districts/10 teachers

7. What are the technology requirements for the eMINTS program?

A: The eMINTS program has established equipment and network requirements. Specifications may be viewed at <http://emints.more.net/equipment>. Equipment must be installed on the same timeline as developed for the eMINTS program over the past four years. Districts may purchase eMINTS equipment from the prime vendor contract. Districts must equip each eMINTS classroom with the following (list includes but is not limited to):

- eMINTS building connectivity – a reliable 1-2 mbps connection available no later than October 1. Wireless networking is an option as long as it is at least 11 mbps.
- Teacher laptop: needed for participation in professional development sessions and for teacher use in lesson planning and student assessment - to be provided to participating teachers no later than September 1.
- Interactive whiteboard and projector: permanent installation in classroom, not a mobile unit – to be installed and functional no later than October 1.
- Teacher computer workstation including scanner and printer – to be installed, connected to Internet (minimum of 1-2 mbps Internet connectivity), and functional no later than October 15.
- Digital camera – one per teacher no later than November 1.
- Student computers at a ratio of 1 computer for every 2 students to be installed no sooner than December 1 but not later than February 1. The student computers must be located in the classroom on a permanent basis. Sharing a “set” of computers between or among classrooms is not part of the eMINTS model. Wireless units meeting eMINTS program specifications are acceptable.
- Software requirements for teacher and student computers: versions of Microsoft Office (including Publisher for teachers) and Inspiration and a web browser as outlined in specifications.
- Networking (bandwidth, switches, cabling for teacher workstation, networked printer, and student computers),
- Any electrical service in the two classrooms to support the computers, Interactive whiteboard, and projector. (As with the network cabling, electrical installation should be flexible to allow teachers to rearrange furniture placement as much as possible.)
- Air-conditioning,
- Telephone with full outside access,
- Computer furniture,
- Stipends for eMINTS teachers’ time beyond normal contracted time to participate in professional development,
- Substitute teacher pay needed to release eMINTS teachers to attend all day professional development sessions (four in Year 1 and two in Year 2),

- Travel, meals, and lodging expenses for district personnel associated with the eMINTS program to attend professional development meetings, and
- Any filtering software needed to meet e-rate requirements.

8. What does the eMINTS comprehensive professional development program include? What is the cost of the program?

A: Due to the tight state budget and the rapid expansion of the eMINTS program across the state, the comprehensive professional development program was restructured in FY03 to include participation costs for teachers. Program set-up costs for YEAR 1 and program continuation costs for YEAR 2 have been set by MOREnet and are outlined below. Note that the professional development participation costs for each year are in addition to the set-up and continuation costs.

New eMINTS districts pay YEAR 1-program set-up costs and YEAR 2-program continuation costs to offset the expenses incurred by including the district in the eMINTS program. Once these costs have been paid for the two original eMINTS teachers during the first two years, the district is considered to be an established eMINTS district and all privileges of being an established eMINTS district accrue. (Additional and replacement teachers may be included on a space available basis at the cost of \$2,500 per teacher per year for the two-year program.)

YEAR 1 PROFESSIONAL DEVELOPMENT COSTS

Year 1 Program Set-Up Costs:

\$2,500 per teacher for first two teachers - includes:

- Database registration and reporting
- Orientation meeting
- Individual teacher Interactive whiteboard consultation
- eMINTS principal orientation workshop
- Two 4-hour individual teacher sessions
- Two 4-hour individual teacher make-up sessions
- eMINTS technical support for eMINTS teachers, eMINTS contact person or eMINTS technical contact person
- Classroom website server space
- WebQuest consultation and review

Year 1 Professional Development Costs

\$5,000* per teacher for first two teachers- includes

- 100 hours and 4 release days of professional development sessions
 - meals and materials
- Twelve 2-hour classroom visits by Cluster Instructional Specialist
- Access to eThemes with eligibility to submit resource requests
- Access to eMINTS statewide and cluster discussion lists

*Year 1 professional development costs for new districts is set at \$5,000 per teacher due to the inclusion of new special professional development support items not available to established eMINTS districts in the past.

TOTAL PER TEACHER (for first two teachers) FOR YEAR 1 - \$7,500 payable to MOREnet upon receipt of invoice issued after July 1 of the applicable school year.

YEAR 2 CONTINUING PROFESSIONAL DEVELOPMENT COSTS

Year 2 Program Continuation Costs

\$2,500 per teacher for first two teachers- includes

- eMINTS Winter Conference with Dr. Bernie Dodge
- eMINTS principal technology leadership workshop
- Two 4-hour individual teacher sessions

- Two 4-hour individual teacher make-up sessions
- eMINTS technical support eMINTS teachers, eMINTS contact person or eMINTS technical contact person
- WebQuest consultation and review

Year 2 Professional Development Costs

\$2,500 per teacher - includes

- 75 hours and 2 release days of professional development sessions
 - meals and materials
- Twelve 2-hour classroom visits by Cluster Instructional Specialist
- Access to eThemes with eligibility to submit resource requests
- Access to eMINTS statewide and cluster discussion lists

TOTAL PER TEACHER (for first two teachers) FOR YEAR 2 - \$5,000 payable to MOREnet upon receipt of invoice issued after July 1 of the applicable school year.

9. Q: What funding support is available to districts to offset costs of equipment, electrical upgrades, student furniture, and professional development?

A: Under Title IID, approved eMINTS grant recipients will be funded for two years, with grant awards of up to \$100,000 the first year and \$50,000 the second year. Districts must spend 25 percent of the grant funds on technology professional development.

10.Q: How long is the district committed to participating in the eMINTS program?

A: School districts must make a two-year commitment. The district is expected to purchase and install the required equipment using the schedule described in this FAQ during the first year. The district is expected to commit to the participation of eMINTS teachers for the full two-year professional development program. The district is also expected to participate in eMINTS program evaluation activities with the program evaluator, the Office of Social and Economic Data Analysis (OSED). Districts not meeting program requirements and expectations will be reviewed by DESE for continued participation.

11.Q: How are teachers selected for the eMINTS program? Are they expected to be technology literate?

A: School districts are responsible for selecting the teachers who participate in the eMINTS program. Districts should select teachers who are flexible and who are willing to use the new technology and participate in student centered, higher order, collaborative instruction. School districts may use looping, departmentalization, or self-contained classrooms as part of the eMINTS program. They may use integrated curriculum approaches or a content subject specific approach. Districts make a substantial investment in eMINTS teachers and it is recommended that the teachers selected for the program have a long-term commitment to their District.

Candidates for eMINTS teachers are not expected to be computer literate. Part of the 200 hours and six release days of professional development over the two years of the program is committed to providing technical training in the usage of the hardware and software required for participation in the program. There are many examples of successful eMINTS teachers who were not familiar with technology prior to entering the eMINTS program.

12.Q: How are students assigned to eMINTS classrooms?

A: Districts are responsible for the assignment of students to the eMINTS classrooms. Class sizes must meet MSIP enrollment standards [MSIP Standard 2.1].

13.Q: What happens when students move to the next grade level at the end of the school year?

A: Currently, the eMINTS program supports two classrooms in grades 3, 4, 5, or 6 in a single school building (See FAQ #2). School districts should anticipate the need to provide for the professional development of additional teachers and to equip additional classrooms at higher grade levels. Districts should contact the eMINTS office about including their plans for dealing with this aspect of the program in their initial application.

ROLES OF DISTRICT PERSONNEL

14.Q: Who are key district personnel to include when the district begins the eMINTS program?

A: For successful implementation of the eMINTS program, it is recommended that the following key personnel be involved: the superintendent or the individual designated by the superintendent as the eMINTS Contact, a technical contact for the district (an individual who is responsible for all district technology or the person who is responsible for the technology in the building where the proposed eMINTS classrooms will be located), the principal from the proposed eMINTS building, the teachers selected for the program (including teachers from any extra classrooms the district is equipping and purchasing professional development for), the library media specialist assigned to the proposed eMINTS building, and the person in the district or building who may have responsibility for the professional development of teachers related to technology and curriculum.(i.e. educational technology specialist or technology integration specialist)

15.Q: What is the role and responsibility of the building principal?

A: Leadership in the eMINTS program, as with any educational change, is extremely important. It is anticipated and expected that the building principal will be involved, knowledgeable, and supportive of the eMINTS teachers participating in the program. Principals are expected to attend the Orientation Event tentatively scheduled May 18, 2004 in Columbia and one meeting during each of the two years that the district is involved with the program. Further details will be forthcoming.

16.Q: What is the role and responsibility of the district's technology coordinator?

A: The district's technology coordinator along with the district eMINTS program contact person is responsible for insuring that all of the multi-media equipment required for the eMINTS program has been purchased and installed according to the specifications and timeline required by the program. The district's technology coordinator is responsible for ensuring that the computers in the eMINTS classrooms are connected to the Internet at a level required by the program and for maintaining that connection.

The instructional goal of the eMINTS program: the integration of multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices requires that eMINTS teachers have high levels of access to the Internet and reliable computing resources. The district is also responsible for timely first line technical support for all equipment in the room. District technology coordinators or eMINTS technical contacts are expected to attend the Orientation Event tentatively scheduled for May 18, 2004 in Columbia and one additional meeting during the first year that the district is involved in the program. Further details will be forthcoming.

17.Q: What is the role of the building/district technology integration specialist?

A: Individuals who have responsibility for the building or district professional development of teachers as they integrate technology into instruction can be key support persons for new eMINTS teachers. While MOREnet does not have the capacity to include these specialists in the eMINTS professional development program at this time, the specialists will be invited to attend selected eMINTS sessions throughout the two years of the program. District technology integration specialists are not expected to attend the May 18, 2004 Orientation Event in Columbia.

Also, a district, or a group of districts, that has eMINTS teachers who have completed at least one year of the two-year program may apply for the professional development of an education technology specialist (PD4ETS) who is trained to provide onsite training and support. (See information about the PD4ETS program for details.)

18.Q: What is the role and responsibility of the library media specialist (LMS)?

A: The role of the LMS in the eMINTS program is to provide support and collaboration. eMINTS teachers and LMS need to be actively engaged in working together to meet students' needs, from the initial stages of determining unit objectives to the final stage of evaluating the process and the learning. Student abilities and previous experiences with content and information skills, as well as resources available, strategies and plan for teaching and evaluation should be covered in the cooperative planning process. The LMS has knowledge of the collection, software and information literacy skills. The eMINTS teacher brings a special knowledge of curriculum, the specific eMINTS technology and his/her students. LMS and eMINTS teachers need to work together to assist students in interaction with resources to solve information problems.

LMS will be invited to attend selected eMINTS professional development sessions and cluster meetings. They will be provided with ideas and shared resources for effective integration and may elect to participate on the general statewide eMINTS discussion list; however, LMS are invited but not required to attend the May 18, 2004 Orientation Event in Columbia.

19.Q: How are administrators kept informed of eMINTS activities?

A: Superintendents, principals, curriculum directors, and eMINTS contacts directors may subscribe to one-way email discussion lists where information is posted from MOREnet advising them of eMINTS activities. Superintendents receive quarterly reports indicating the topics and number of professional development hours in which their teachers have participated. This information is then used by the school districts to pay teachers for their out-of-contract time and expenses.

eMINTS PROFESSIONAL DEVELOPMENT SUPPORT

20.Q: What support is available to teachers participating in the program?

A: The eMINTS program staff includes Area and Cluster Instructional Specialists (AIS and CIS) who provide the professional development training sessions and support in the form of cluster meetings and classroom visits for eMINTS teachers in the program. MOREnet employs the CIS and AIS. The CIS work with teachers to determine what assistance is needed and provide the assistance or locate the needed resource. In addition, eMINTS teachers subscribe to electronic discussion lists that are used to share ideas and communicate program needs.

21. Q: When and where are professional development sessions and cluster meetings held?

A: eMINTS teachers are expected to attend the one-day Orientation Event tentatively scheduled for May 18, 2004 in Columbia. Further details will be forthcoming. eMINTS teachers are assigned to a geographic cluster where Cluster Instructional Specialists (CIS) employed by MOREnet provide them with assistance and support. Early in fall 2004, eMINTS teachers in each cluster meet as a group with their CIS to determine the dates and locations for their professional development sessions and cluster meetings for the coming school year. These are held after school hours in centrally located sites to keep driving time to a minimum. Some clusters have elected to rotate the meeting sites. All-day sessions are also scheduled (4 days in Year 1 and 2 days in Year 2).

22.Q: What is the commitment for eMINTS teachers for professional development?

A: New eMINTS teachers are expected to attend the Orientation Event tentatively scheduled for May 18, 2004 in Columbia. During the first year, professional development involves four release days and 100 hours outside of the regular contract period that will be held afternoons, evenings, or weekends (teachers determine these dates and times as a group in each cluster). For the second year, there will be an additional 75 hours and two release days of professional development. Some professional development sessions will be scheduled each year after the school year is complete. eMINTS teachers are also expected to schedule and be present during classroom visits from their CIS.

23.Q: Can a district involve more than two teachers, two classrooms?

A: Yes. As cluster capacity allows, districts may use district or other funds to install eMINTS equipment, software and connectivity following the same specifications and on the same schedule as prescribed by the eMINTS program in additional classrooms. Districts may apply to send up to two teachers from district-funded classrooms to the eMINTS comprehensive professional development program (including the Orientation Event) provided the Districts pays for the professional development costs for those additional teachers and that sufficient spaces exist in the cluster where the district is located. The district and participating additional teachers must meet the same requirements as for teachers in grant-funded eMINTS classrooms and commit to the full two-year professional development program.

Additional district-funded eMINTS classrooms (up to two per district) must be declared on the original application. Districts should contact the eMINTS office about including these teachers in their initial application. Additional district-funded eMINTS classrooms cannot be added after the application has been submitted. Districts will be notified at the time of their grant award if sufficient space exists for additional district-funded teachers to participate in the eMINTS professional development program.

Districts may purchase eMINTS equipment from the prime vendor contract. For details specific to eMINTS see <http://emints.more.net/equipment/primevendor.shtml>

CURRICULUM, INSTRUCTION AND ASSESSMENT ISSUES

24.Q: What curriculum is taught in the eMINTS classrooms?

A: The eMINTS program is not curriculum based. It provides support for teachers who are committed to using technology to optimize their local curriculum and through inquiry-based teaching practices, aligned with the Show-Me Standards and Grade Level Expectations.

25.Q: What instructional strategies must be used in eMINTS classrooms?

A: The eMINTS program assists teachers in making pedagogical changes toward a student centered, higher order, and collaborative instructional style. The program is not prescriptive in requiring any specific curriculum/scheduling strategy. School districts may use looping, departmentalization, or self-contained classrooms as part of the eMINTS program. They may use integrated curriculum approaches or a content subject specific approach.

26.Q: Who helps eMINTS teachers in integrating technology into classroom teaching and learning practices?

A: The Cluster Instructional Specialists (CIS) are educational support specialists who are employed by MOREnet to assist eMINTS teachers and with the implementation of program activities. The CIS assist teachers with understanding the pedagogical changes needed to achieve a student centered, collaborative instructional environment that is advocated in the eMINTS program. CIS provide all professional development sessions, make classroom visits, help teachers locate resources, and provide other support and assistance as needed.

27.Q: What instructional support and resource location assistance is available to support eMINTS teachers?

A: MOREnet contracts with the University of Missouri, Columbia, College of Education to help identify and locate appropriate web resources through the eThemes component of the program. eMINTS teachers may make specific resource requests through eThemes to receive lists of web resources that are child safe, age appropriate, and aligned with state standards for lesson planning.

28.Q: What is evaluated in the eMINTS Program?

A: The Office of Social and Economic Data Analysis (OSED) provides full-time external program evaluation to the eMINTS program. The eMINTS evaluation component focuses on the program's impact on teaching, classroom environments, and student performance. The evaluation team collects student test scores, interviews teachers and building administrators, and conducts observations of classroom activities. These data are analyzed to understand how the eMINTS program motivates changes in the teaching practices of the eMINTS teachers and the academic performance of the eMINTS students. Please see current evaluation reports at <http://emints.more.net/evaluation/reports/>

TECHNICAL/SUPPORT ISSUES

29.Q: What technologies does the program provide to the eMINTS classrooms?

A: The program does not directly provide any of the technologies or connectivity to eMINTS classrooms. Neither MOREnet nor DESE will purchase equipment for districts selected to participate in the program, or provide additional connectivity in the form of T1 lines. Districts may purchase additional connectivity from MOREnet using grant or other local funds. Neither DESE nor MOREnet will provide free dial-up connectivity for participating teachers. All of these items will be the responsibility of the participating districts using a combination of grant funds and local funds. Districts may purchase eMINTS equipment from the prime vendor contract. For details specific to eMINTS see <http://emints.more.net/equipment/primevendor.shtml>

30.Q: Who installs eMINTS equipment in the classrooms? How is equipment supported?

A: All equipment must be purchased and installed by the participating school district using the grant and local funds described previously. Maintenance and support of the equipment is the responsibility of the district. eMINTS teachers depend heavily on the daily accessibility to reliable equipment and connectivity. Districts must understand this dependency and have response plans in place to provide support at a high level for eMINTS teachers.

31.Q: What are the requirements for the network:

A: The network must be switched from the eMINTS classrooms to the MOREnet router and to the server that the eMINTS computers log into. Network switches provide greater bandwidth management and more reliable access to network resources.

- Cabling installation should be flexible enough to allow the teacher to experiment with room arrangements to accommodate the new instructional environment.

32.Q: What software is required for participation in the eMINTS program?

A: The eMINTS program is a tool-based approach to the use of technology. The software on the student machines includes the Microsoft Office Suite (Pro on teacher laptop and workstation, Standard on the student computers), Microsoft Publisher (teacher laptop and workstation only), Inspiration, a web browser and various utilities and web applets (e.g., Real, QuickTime, ShockWave, etc). School Districts **may not** install any other software (with the exception of filtering software as outlined below) on the eMINTS computers.

33.Q: What are the filtering requirements for student computers?

A: The District is responsible to provide and install filtering software that complies with current requirements specified in the Children's Internet Protection Act and 2002 Missouri Internet Filtering law (See Rule 5 CSR 50-380.020).

34.Q: Can a district firewall cause any problems for the eMINTS program?

A: Problems exist only if a district wishes to eventually incorporate videoconferencing in eMINTS classrooms. Videoconferencing is not a required element of the eMINTS program. A firewall or proxy server will prevent teachers from making use of any H.323 desktop video conferencing. Dedicated public IP numbers are required for the teacher workstation and laptop if districts elect to add videoconferencing capabilities to eMINTS classrooms.

35.Q: Are teachers provided email accounts?

A: Yes. MOREnet will provide eMINTS teachers with email accounts if they do not presently have such.

36.Q: Will the district need an additional bandwidth to participate in the eMINTS program?

A: Each district accepted for participation in the eMINTS program is required to have at least a T1 connection to the eMINTS building. Title IID funds may be used to purchase additional bandwidth as needed.

37.Q: What if a district does not have a web server to support teacher web space requirements? Will the eMINTS program provide this service?

A: Yes. MOREnet will provide adequate web space for eMINTS teachers who do not have access to web servers within their districts.

MEETINGS AND TRAVEL ISSUES

38.Q: What meetings and travel are required of districts participating in the eMINTS program?

A: For FY05 New Applicant Districts, the following meeting date should be held. Travel expenses and all other costs are the responsibility of the District:

An Orientation Event for new participants is tentatively scheduled for May 18, 2004, in Columbia (location TBA). The following district personnel should attend: superintendent or designated eMINTS contact, technology coordinator or designated eMINTS technical contact, building principal where the eMINTS program will be implemented, and new eMINTS teachers (including teachers from any additional classrooms the district is equipping and has been given permission to add to the professional development program). District education technology specialists and library media specialists are invited but not required to attend the orientation. Further details about the Orientation Event will be provided to successful applicants. Please hold the date.

Early in the school year, eMINTS teachers will meet with other teachers in their cluster and their CIS to determine dates, times, and locations of professional development training sessions and cluster meetings to be held throughout the school year

District education technology specialists and library media specialists assigned to eMINTS buildings will be invited to participate in selected eMINTS professional development training sessions and cluster meetings on a periodic basis throughout the school year.